

## Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

*Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).*

1. Your name: Connor Sabia Block #: 2
2. For what project did you make your digital story? Classroom Textbook Presentation
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? The digital story is supposed to emphasize the different types of professionalisms in the classroom: Red Light (Unprofessionalism), Yellow Light (Moderate Professionalism), and Green Light (Professionalism).
4. What type of story are you telling? The genre is a short story.
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?  
<http://www.hrsbstaff.ednet.ns.ca/engramja/elements.html>
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?  
A PowerPoint Presentation, Prezi, or some sort of presentation would have been acceptable.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) The advantages of using a digital story is that a person creating the story can creatively come up with the story line, the characters, and the setting. It is more entertaining to the creator and the viewers when comprehending the presentation's main ideas through a digital story than through a simple PowerPoint and Prezi presentation. However, I believe that with a little humor and engaging activities a PowerPoint or Prezi presentation can be as effective to getting the audience to understand the presentation's main ideas.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. <i>(Copy and paste the element <b>and its description/explanation</b> from the source Web site.)</i>	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i>	<i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i>
Place	Kevin’s School	The setting of Kevin’s school had to take place in order to explain the differences of professionalisms for teachers.
Time	From morning to the afternoon	The time had to be from the morning to the afternoon is order to explain that Kevin spent a whole day at school.
Weather Conditions	Bright and sunny	The weather conditions did not have much of an effect on the story’s situation; however, everyone is happier when it is sunny and nice outside.
Social Conditions	Mr. Badguy’s social conditions were rude to Kevin, Mr. Normale’s social conditions were unfair to Kevin, and Mrs. Sunny’s social conditions were pleasant and grateful for her students.	The social conditions were necessary because it aided in explaining the differences of professionalisms for teachers.
Mood or Atmosphere	Before School: Kevin was excited; During Mr. Badgy’s class: Mr Badguy was rude and inappropriate, Kevin was mad and upset; During Mr. Normale’s class: Mr. Normale had mixed feelings of frustration and appreciation, Kevin was upset and confused; During Mrs. Sunny’s class: Mrs. Sunny was “sunny” and helpful, Kevin was pleased and appreciative	The social conditions were necessary because it aided in explaining the differences of professionalisms for teachers.